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ABSTRACT

This study sought to determine graduates' perceptions of program effectiveness in ten undergraduate areas of study at the University of Central Florida. Alumni responded to an original questionnaire that assessed three primary program components: foundations for teaching, specialization, and student teaching experiences. Questionnaire items included topics related to skills, knowledge, and affective factors found in required course descriptions. Respondents rated foundations and specialization topics on two dimensions: knowledge or instructional competence gained and usefulness. Data were analyzed separately for elementary education specialization areas and for secondary or K-12 certification specialization areas. Graduates rated four facets of the student teaching experiences: university coordinator, supervising teacher, coordination between university and school, and required time appropriateness. Graduates perceived their professional preparation positively, although there was variability within and across program components and areas of study. Alumni perceived teaching foundations least positively and the student teaching experience most positively. All majors had specific areas perceived as extremely strong, and some majors viewed their overall professional preparation as outstanding. (Author/JD)

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A Follow-up Study of Selected Graduates from the College of Education, University of Central Florida: A Preliminary Report

(#85-1)

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January 1985
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PREFACE

The University of Central Florida offered classes during the 1968-1969 academic year. In its seventeen-year history, 25,000 Bachelors degrees have been conferred by the University. Almost 20% of those undergraduate degrees were conferred on individuals who entered the the classrooms of public and private schools, primarily in the Central Florida region. A follow-up study had not been conducted over the entire academic program of these graduates to ascertain their perceptions of teacher preparation effectiveness.

This report is a brief preliminary account of the findings of a follow-up study conducted with former students in ten fields of study within the College of Education, University of Central Florida. Alumni were graduates from the December, 1980 to August, 1983 period.

The author of this report is grateful for the assistance of several individuals whose expertise and persistence were crucial in completion of this task. Dr. Patricia Manning, Director of Educational Research, UCF, provided significant encouragement and assistance. Mrs. Gladys Yost, secretary, Institute for Educational Research, UCF, expedited the data-collection process with "people skills."

Most especially, Mrs. Carol Rumph, secretary, Department of Instructional Programs, UCF, is extended sincere appreciation for her extraordinary help, when it was needed most badly.

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University of Central Florida
January, 1985

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CHAPTER I

INTRODUCTION

Program evaluators employee follow-up studies as one communication device used to obtain graduates' perceptions of professional preparation effectiveness. National Council for Accreditation of Teacher Education (NCATE) standards, in fact, require a follow-up study as a part of the teacher education accreditation process. Although teacher education follow-up studies are widely used by Colleges of Education and are explicitly required in NCATE's evaluation, they have been criticized in the professional literature.

Katz et al (1981) attacked procedural soundness and usefulness of follow-up studies as a result of a critical review of representative reports from the ERIC system. The bases for their criticism focused on 1) non-representativeness of respondents, 2) nature of recommendations, and 3) applicability. Responding to these general, and some specific, criticisms, Adams and Craig (1981) espoused the view that program evaluation is most validly judged within a broad social context; narrow research constraints

per se, do not necessarily negate follow-up studies' value.

Schwanke (1980) described nine reports from the ERIC system that dealt with follow-up studies. This annotated bibliography is introduced by Schwanke's judgement that teacher education graduates' recommendations "are the best sources of information for improving" professional preparation.

With these criticisms in mind, a follow-up study was conducted at the University of Central Florida's College of Education. This research was predicated on the belief that graduates are able to present valid perceptions of programmatic efficacy. This brief preliminary report of the study was developed for two reasons. First, a short descriptive account could be produced quickly. Second, responding to criticsm that anecdotal comments often overshadow numerical (perhaps more representative) data, the decision was made to limit this initial report to the latter information, with little discussion and few conclusions or judgements. Respondents' comments, which were elicited during the data-gathering process, are therefore omitted.

It is anticipated that a forthcoming report, based on these obtained data, will present additional data analyses and selective comments. Most important, however, conclusions and extensive interpretive discussions will be included in a future document.

Subsequent sections of this report present procedures, descriptions, and data analyses results. Brief rationales on which some procedural steps were based are given. Additionally, the reader will encounter numerous cautions relative to the results' interpretation.

CHAPTER II

PROCEDURES

This study evolved from the researcher's participation in an NCATE Training Session, May, 1984. The selection of program graduates to be surveyed and other procedural decisions arose from the NCATE sessions, from practices reported in other studies, and from the distribution of program majors within the University of Central Florida's College of Education. Descriptions of these decisions and resulting procedures follow.

Participants

The University of Central Florida awarded 23,377 Bachelors Degrees through Fall Semester, 1983. Of these degrees, 4,513 were conferred upon College of Education majors within different fields. The professional study of education characterized each College of Education graduates' study. However, programs of study across and within specific fields varied greatly during the University's sixteen-year history. Programmatic changes resulted from many factors. Some of the influences affecting programs were academic-year calendar revisions, College

of Education departmental reorganizations, and legislatively-mandated program alterations.

College of Education graduates receiving degrees December, 1980 through August, 1983 shared more consistent pre-service experiences with each other than they shared with peers who had graduated earlier. The academic-year calendar, for example, was based on the semester system during this period. In addition, departmental structure within the college remained unchanged. With a few exceptions, course objectives and program requirements remained constant.

Also considered in selecting potential participants was length of possible teaching experience for the respondents. It was decided that a more realistic perspective of preparation effectiveness would follow a teacher's experience of one school year or longer. This latter stipulation excluded from the project graduates from Fall Semester, 1983 and later terms. For these reasons, pre-service education program consistency and length of possible teaching experience, selected graduates from the period December 1980 through August, 1983 were chosen as potential participants.

Alumni from ten undergraduate majors comprised the surveyed group. These areas of study currently are offered by the Department of Instructional Programs. These graduates include individuals receiving approximately 75% of the education degrees conferred through Spring

term, 1983. Participants included former students preparing for professional service in elementary, business, English/language arts, foreign language, mathematics, science, social science, speech, vocational/technical, and visual arts education.

The university's Office of Alumni Relations provided a list of graduates and their respective addresses based on the program majors and graduation dates previously described. The participant pool numbered 667. The participant/major list was informally reviewed by selected academic advisors who judged it to be accurate. Graduates' address labels were provided by the University Computer Center.

Data Collection

A questionnaire (see Appendix A) was mailed to participants November 10, 1984. An introductory paragraph gave the study's purpose and a request that the questionnaire be returned by "the 25th of the current month."

Participants returned 133 questionnaires (20%). The postal service returned an additional 7% of the instruments as undeliverable for varied reasons, primarily "forwarding order expired." It is assumed that the undeliverable instruments were disproportionately directed to graduates within the earlier years of the graduation date parameters. Responses were received through December and into January, 1985. Instruments received after January 4th were not used in this report.

Instrumentation

An original instrument was developed for this project. (See Appendix A.) This questionnaire was constructed using documents, instruments, and recommendations from professional literature and teacher education colleagues. Especially helpful were documents and suggestions provided by Dr. Jerry Ayers, Associate Dean, College of Education, Tennessee Technological University.

Professional education preparation at the University of Central Florida encompasses three distinct, although not discrete, areas of study. Teaching competencies and knowledge are gained from these three areas: 1) foundations for teaching courses, 2) specialized methods courses, and 3) field-based student teaching. Objectives and activities overlap among these areas to some extent. Instructional planning, for example, although initially taught in a foundations course, is reinforced in most specialized methods courses. In spite of the acknowledged overlap among courses, the survey instrument was developed utilizing these three curriculum areas, i.e., foundations for teaching, specialization, and student teaching.

Foundations for Teaching

Items describing topics of study resulted from a review of the university catalog course descriptions. Eighteen topics were listed on the questionnaire. Respondents reported their perceptions of each topic on two dimensions: 1) knowledge or skill gained as a result of their

professional preparation and 2) the usefulness of that particular knowledge or skill in their teaching. A five-option numeric response scale was provided for each dimension of each topic. Verbal equivalents for the numeral options were provided in an explanatory paragraph immediately preceding the foundation for teaching items.

Specialization

Assessment of elementary education specialization course effectiveness had a format similar to that of teaching foundations courses. A third dimension within this section, however, asked graduates to rate their personal knowledge or skill for each subject area. A paragraph gave directions and included a reminder of numeric response scale values. Nine subject areas were listed, corresponding to the nine course areas required for elementary education majors. Most subject areas require one course; mathematics and reading, however, require two courses each. Three dimensions of the nine subject areas were assessed: 1) personal knowledge or abilities, 2) instructional competencies, and 3) importance of that knowledge or ability. Again, each dimension was assessed using the five-option response scale, used in the teaching foundations section.

Secondary and Kindergarten-grade 12 (K-12) majors' specialization assessment differed greatly from that of the elementary education majors. Course variety within these programs led to development of a simplified

assessment procedure consisting of four items. Two items required alumni to give their perceptions of required specialization courses 1) offered in the College of Education and 2) offered outside the College of Education. Two additional items elicited graduates' written responses to a request that they list courses offered outside the College of Education 1) that were exceptionally beneficial or 2) that were of little or no value in their preparation for teaching.

A final open-ended item related to all education graduates. They were asked to make any recommendations they felt would improve the specialization area of their respective academic programs.

Student Teaching

Items within the third questionnaire section asked graduates to evaluate their student teaching. For both the junior year and the senior year student teaching experiences, respondents were asked to provide their opinions on 1) the university coordinator, 2) the supervising teacher, 3) overall evaluation of the experience, and 4) appropriateness of length of time required for the experience. In addition, for the junior year student teaching, respondents rated the effectiveness of the university/school coordination.

Overview

The fourth, and final, section of the instrument contained items only peripherally related to the study's

goals. While data obtained were of interest, they did not focus on the primary project question: How do University of Central Florida education graduates rate their professional preparation?

Data Treatment and Analyses

Returned questionnaires were coded for data storage, treatment, and analyses. Preliminary examination required 99 coded variables. (There were three redundancies.) Response scale options retained their respective values. The numeral 1 reflected the most negative perception, and the numeral 5 reflected the most positive perception. Nominal data, e.g., majors and verbal descriptors, were assigned numeric values.

Arithmetic means and standard deviations were calculated for data yielded by the five-option (numeric) response scale. For the verbal responses, medians and/or frequency counts were obtained; in addition, the mean and standard deviation were calculated for a few of these item types. Specialization courses were ranked, from high (strong) to low (weak) on two assessed dimensions, 1)instructional competence and 2) importance.

CHAPTER III

RESULTS

Results of data analyses are presented in this section of the report. These findings are discussed by questionnaire sections, i.e., foundations for teaching, specialization, student teaching, and overview.

Foundations for Teaching

Participants responding to the foundations for teaching items numbered 127 to 129. For some unknown reason, respondents did omit items, although infrequently. Most items' topics were perceived somewhat favorably in providing knowledge. (See Table 1.) Sixteen of the 18 items had knowledge response means exceeding 3.00, mid-point on the scale. One could infer, therefore, that these 16 items and the courses from which they were chosen were judged positively, albeit slightly for some items.

Three items, however, whose knowledge response means exceeded 4.00, appeared definitely to have been perceived as strong relative to graduates' obtained knowledge. These three items described 1) media resources,

TABLE I

Foundations for Teaching
Graduates' Perceptions of Topics of Study

		Knowledge $\bar{x}$	Usefulness $\bar{x}$
1.	Human growth/development and classroom learning	3.88	3.94
2.	Models for understanding student behavior and improving teaching	3.67	3.74
3.	Learning process	3.82	3.87
4.	Motivating students	3.70	4.32
5.	Classroom management and discipline	3.36	4.24
6.	Ethical behavior of teachers	3.65	3.92
7.	Exceptional students and their special needs	3.12	3.61
8.	Rights and responsibilities of teachers	3.43	3.81
9.	Effective parent/teacher communications	3.10	3.88
10.	School organization	2.91	3.25
11.	Effective reading in the content areas	3.71	3.81
12.	Media resources	4.07	4.13
13.	Instructional planning	4.10	4.22
14.	Learning objectives	4.33	4.02
15.	Tests of student progress	3.74	3.99
16.	Using computers	*	3.36
17.	Schools and society	3.20	3.44
18.	Value-patterns of social-economic classes	3.02	3.54

*Not reported

Scale: 1-5 (very negative - very positive)

2) instructional planning, and 3) learning objectives. Only one item, school organization patterns, had a response mean (slightly) below 3.00.

The item related to computer use knowledge yielded data that are not reported. The course incorporating this information was not required throughout the period of study for all respondents. Not having determined which participants had had the course, the decision was made to omit the obtained data from the results.

The importance of the topics was judged to be greater than the knowledge gained, using the response means for this comparison. This was true for 16 of the 17 items. Five topics, in fact, received usefulness response means greater than 4.00. Three of the most useful topics were the three topics perceived strongest in knowledge gained (and previously described). The two additional most useful topics described 1) motivating students and 2) classroom management and discipline.

Specialization

The number of former elementary education majors responding to the specialization subject areas ranged from 79 to 87. These alumni judged their specialization subject area preparation more positively than negatively. (See Table 2.) No area received a response mean below 3.00 on the instructional competence dimension. Four areas' response means were greater than 4.00.

TABLE 2

Specialization
Elementary Education Graduates'
Perception of Subject Area Effectiveness

	Instructional $\bar{x}$	(rank)	Importance $\bar{x}$	(rank)
Art	3.45	(8)	3.54	(7)
Health and P.E.	3.46	(7)	3.14	(8)
Literature for Children	4.19	(4)	4.29	(4.5)
Language Arts	4.24	(3)	4.45	(3)
Mathematics	4.30	(1)	4.61	(2)
Music	3.30	(9)	2.95	(9)
Reading	4.26	(2)	4.67	(1)
Science	4.13	(5)	4.29	(4.5)
Social Studies	3.71	(6)	4.00	(6)

Graduates perceived the mathematics area preparation most positively, closely followed (in decreasing strength) by reading, language arts, and literature for children (LC).

With the exception of music, all subject areas received importance dimension response means exceeding 3.00. The same four areas were perceived most positively in both instructional competence and importance. Reading importance, with the greatest response mean, was followed (in order) by mathematics, language arts, and science/LC (tie). Also, the social studies subject area's response mean exceeded 4.00 on the importance dimension.

Questionnaires returned by former secondary and K-12 program majors were few. Results from the specialization courses area will be reported only for social studies (N=9), vocational/technical (N=7), English/language arts (N=5), mathematics (N=5), and science (N=5) education majors. Other specialization majors returning the instrument were three or fewer. In fact, reported results should be interpreted with an awareness that participants were few in each of the secondary and K-12 areas. (See Table 3.)

Only two items within this section of the questionnaire yielded numerical data. Overall perception of special methods courses offered by the College of Education ranged from extremely positive (mean=4.60) for English/language arts to slightly negative (mean=2.50)

TABLE 3

Specialization
Secondary and K-12 Graduates'
Perception of Courses

	In College of Education	Outside College of Education
Business (N=7)	4.00	3.50
English/language arts (N=5)	4.60	3.60
Mathematics (N=5)	3.50	4.40
Science (N=5)	3.40	4.25
Social Studies (N=9)	2.50	3.25
Vocational/technical(=7)	4.33	4.20

for social studies. With the exception of social studies, data within this category for the remaining four reported specializations were more positive than negative. Vocational/technical and business education preparation, with means of 4.33 and 4.00, respectively, could be viewed as extremely and definitely positive, as perceived by these programs' graduates.

Perception of required specialization courses outside the College of Education was more positive than negative, with mathematics area receiving the highest mean (4.40) and social studies receiving the lowest mean (3.25). It is apparent that responding graduates viewed required specialization courses, both inside and outside the College of Education, positively, with one exception.

Student Teaching

The student teaching phase of the professional education programs was perceived by graduates as the most positive experience of their preparation. (See Table 4.) Many graduates responded with the highest response option on all items and wrote supporting favorable comments (to be more fully described in a subsequent report). In addition to perceiving the university coordinators and supervising teachers positively, the overwhelming majority of graduates judged the length of the student teaching experiences appropriate.

TABLE 4

Student Teaching
Graduates' Perception

	$\bar{x}$	σ
Junior Year		
University Coordinator		
Available	3.75	1.23
Knowledgeable	3.91	1.18
Helpful	3.67	1.35
Supervising Teacher		
Available	4.25	1.08
Knowledgeable	4.16	1.12
Helpful	4.07	1.21
Coordination between concurrent course work on campus and school-based experiences	3.79	1.07
Overall Evaluation	3.87	1.00

Amount of time required for JYST was: too long N=12; appropriate N=93; too short N=19.

Senior Year		
University Coordinator		
Available	3.98	1.24
Knowledgeable	4.12	1.17
Helpful	3.98	1.36
Supervising Teacher		
Available	4.54	1.02
Knowledgeable	4.50	1.02
Helpful	4.35	1.20
Overall evaluation	4.33	.98

Amount of time required for SYST was: too long N=2; appropriate N=104; too short N=19.

Overview

Only selected item response results will be reported for the overview section of the questionnaire. This is based on the fact that most items within this section did not focus on graduates' perception of their academic programs.

Alumni were asked if they considered their teacher education programs academically challenging. They were to circle one of three verbal options: 1) not at all challenging, 2) challenging, or 3) very challenging. Some respondents provided responses between those given on the questionnaire; two graduates, in fact, drew a line and made an X or a ± between the reponses. A mean was calculated for the responses, after the options were coded 1, 3, and 5, respectively, for increasing degrees of challenge. A mean of 3.06 was obtained. This should be interpreted with an understanding that the mid-point of the derived scale was not neutral, as had been the case in earlier sections of the instrument. From this information, therefore, it appears that graduates viewed their programs as academically challenging.

One additional item within the overview section will be reported. Graduates were asked to compare their preparation for teaching with the preparation of other teachers with whom they are acquainted. With the verbal descriptor equal coded as 3, a mean

of 3.64 was obtained. This indicates that the average perception, as reflected by the mean, was closer to the verbal option superior than it was to the mid-point.

Summary

Data reported in this section of the report indicate that College of Education graduates perceive their professional preparation for teaching positively. It appears that foundations for teaching is the weakest of the three areas of study. It also is apparent that the student teaching phase of the pre-service experiences is considered most positively by graduates. When asked to compare their preparation with that of their teaching colleagues, University of Central Florida alumni consider their preparation more superior than equal.

From this brief report and perfunctory data analyses, it appears that University of Central Florida education graduates view their preparation positively. All majors had areas perceived as extremely strong, and some majors viewed their overall preparation as outstanding.

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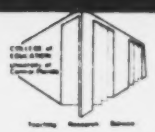
APPENDIX



A FOLLOW-UP STUDY OF ELEMENTARY, SECONDARY, AND SELECTED K-12 EDUCATION GRADUATES OF THE UNIVERSITY OF CENTRAL FLORIDA

Dear Graduates,

We are conducting a study of graduates of selected U.C.F. education programs. Our purpose is to determine your opinion of your professional preparation. Information about your current position and future plans will make the data more valuable and will aid in program planning. Please be candid and complete in your responses. All information will be treated as confidential and only general conclusions representing group data will be reported. Thank you in advance for your time and careful consideration. Please return by the 25th of the current month.

Use the following scale for the ratings throughout this form: 1=very weak, very negative, or very unimportant; 2=weak, negative, or unimportant; 3=neither weak, negative, unimportant nor strong, positive, important; 4=strong, positive, or important; 5=very strong, very positive, or very important.

A. Foundations for Teaching

For each of the following topics, indicate in column (a) your perceived level of skill or understanding obtained during your teacher education program. Indicate in column (b) how useful or important each knowledge or skill area has proven to be in your teaching. Circle the appropriate numeral.

		Knowledge (a)	Usefulness (b)
1.	The relationship between human growth and development and classroom learning	1 2 3 4 5	1 2 3 4 5
2.	Different theoretical models for understanding student behavior and improving classroom teaching	1 2 3 4 5	1 2 3 4 5
3.	Nature of the learning process	1 2 3 4 5	1 2 3 4 5
4.	Motivating students	1 2 3 4 5	1 2 3 4 5
5.	Techniques for effective classroom management and maintaining discipline	1 2 3 4 5	1 2 3 4 5
6.	Appropriate ethical behavior of teachers	1 2 3 4 5	1 2 3 4 5
7.	Understanding of exceptional students and methods to meet their special needs	1 2 3 4 5	1 2 3 4 5
8.	Professional rights and responsibilities of teachers	1 2 3 4 5	1 2 3 4 5
9.	Techniques that lead to effective parent/teacher communications	1 2 3 4 5	1 2 3 4 5
10.	Patterns of school organization	1 2 3 4 5	1 2 3 4 5
11.	Techniques for promoting effective reading in the content areas	1 2 3 4 5	1 2 3 4 5
12.	Media resources and their classroom use	1 2 3 4 5	1 2 3 4 5
13.	Instructional planning	1 2 3 4 5	1 2 3 4 5
14.	Identifying specific learning objectives	1 2 3 4 5	1 2 3 4 5
15.	Developing valid tests of student progress	1 2 3 4 5	1 2 3 4 5
16.	Using computers in the classroom	1 2 3 4 5	1 2 3 4 5
17.	The relationship between schools and society	1 2 3 4 5	1 2 3 4 5
18.	Different value-patterns of social-economic classes	1 2 3 4 5	1 2 3 4 5

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B. Specialization Courses

1. Elementary Education Majors Only

For each of the following subject areas, rate your personal knowledge/abilities (a) and instructional competencies (b) at the conclusion of your teacher education program. In addition, rate the importance (c) of each subject area's course work, based on your teaching responsibilities. Circle NA (not applicable) if you did not complete course work in a particular area at U.C.F.

(Scale: 1 = very negative ... 5 = very positive)

		Personal (a)	Instructional (b)	Importance (c)
Art	NA	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Health & Physical Education	NA	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Literature for Children	NA	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Language Arts	NA	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Mathematics	NA	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Music	NA	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Reading	NA	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Science	NA	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Social Studies	NA	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

2. Secondary and K-12 Subject Majors only:

Circle appropriate specialization: Science Foreign Language Vocational Education Art English/Language Arts Mathematics Social Science Business Speech

(Scale: 1 = very negative ... 5 = very positive)

Overall perception of special methods course(s) offered by the College of Education: 1 2 3 4 5

Overall perception of required specialization courses offered outside the College of Education: 1 2 3 4 5

List, if any, two required specialization courses offered outside the College of Education you feel were exceptionally beneficial in your teacher preparation program:

_____

_____

List, if any, two required specialization courses offered outside the College of Education you feel were of little or no benefit in your teacher preparation program:

_____

_____

3. Elementary, Secondary, and K-12 Subject Majors:

Based on your specialization course work, make any recommendations you feel would strengthen this phase of the teacher education program. (Attach a separate page if you wish.)_____

_____

_____

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C. Student Teaching

Respond to the following items as they describe your student teaching experiences.
(Scale 1 = very negative ... 5 = very positive)

1. Junior Year Student Teaching

University Coordinator was -	
Available	1 2 3 4 5
Knowledgeable	1 2 3 4 5
Helpful	1 2 3 4 5
Supervising Teacher was -	
Available	1 2 3 4 5
Knowledgeable	1 2 3 4 5
Helpful	1 2 3 4 5
Coordination between concurrent course work on campus and school-based experiences	1 2 3 4 5
Overall evaluation of Junior Year Student Teaching	1 2 3 4 5

Amount of time required for JYST was (check one) too long_____; appropriate_____; too short_____

2. Senior Year Student Teaching

University Coordinator was -	
Available	1 2 3 4 5
Knowledgeable	1 2 3 4 5
Helpful	1 2 3 4 5
Supervising Teacher was -	
Available	1 2 3 4 5
Knowledgeable	1 2 3 4 5
Helpful	1 2 3 4 5
Overall evaluation of Senior Year Student Teaching	1 2 3 4 5

Amount of time required for SYST was (check one) too long_____; appropriate_____; too short_____.

3. Based on your student teaching experiences, make any recommendations you feel would strengthen this phase of U.C.F.'s teacher education program. (Attach a separate page if you wish.)

_____

_____

_____

_____

_____

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D. Overview

Circle or write in responses on this page.

1. Teacher education programs have been criticized for not being academically challenging. Would you rate your program as:

not at all challenging challenging very challenging

2. How would you compare your preparation for teaching with the preparation of other teachers with whom you are acquainted? Your preparation is:

very inferior inferior equal superior very superior

3. How would you rate your academic advising?

very good good acceptable poor very poor

4. Are you currently teaching? yes no If yes, current grade assignment:_____; other_____.
Total years teaching experience:_____.
If you have not taught, would you briefly state the reason?_____

_____

If you taught one or more years and have left the profession, would you briefly state the reason?
_____
_____
Field of employment for which you left teaching:_____

5. Concerning advanced degrees -
Have you earned one? yes no If yes, what degree?_____; what major?_____.
Are you working on one? yes no If yes, what degree?_____; what major?_____.
If you answered no to both questions above, do you plan to begin advanced degree work within the next five years? yes no If yes, what degree?____what major?_____
what institution?_____.

6. If you were entering college now, would you choose education as your career?

definitely not probably not unsure probably yes definitely yes

7. Some research has shown that academically talented college students are increasingly choosing careers other than teaching. Do you feel this is true? yes no If yes, do you have specific suggestions for improving this situation?_____

_____

_____

8. If an alumni advisory committee is formed in the future to advise on U.C.F. education program planning, would you be willing to attend infrequent, brief meetings while serving on such a committee? yes no
If yes, please give your current phone number_____.

9. (Optional) Name:_____

Address:_____

_____

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